Geography	Year 7	SUMMARY CURRICULUM PLAN

Subject content (What will be covered)	As a result, what students should know /understand	What students should be able to do	How students will be assessed	By when
Fantastic Places	- the unique features of a number of fantastic places in the world. - the geographical location of these places. - the human influences on these places and how this may affect the physical environment.	**Research and select** information about a place of interest. **Describe** its physical and human environments as well as its location on the globe. **Explain** how humans have affected the place. **Evaluate** the impact of humans on the place.	Student will research and select information about a place of interest. They will follow guidelines to write a brief report on their chosen place.	HT1
Who Do We Think We Are?	- how people and place form part of our identity through personal geographies. - how identity is particular to the individual and explore the similarities and differences between people. - the term Britishness, what it means to them and that it means different things to different people.	**Sketch** a map of their local area and **explain** why elements of it are important to them. **Explain** the links between personal experience and their perception of Britshness. **Select** examples of Britishness from a local environment. **Describe** their chosen examples and **Explain** why the example shows Britishness. **Explain using examples** what is meant by the term Britishness and how it means different things to different people.	Students will pose a theory, find evidence in their local environment to prove or disprove. They will present their work in a written description and explanation as well as on a map, layering information carefully to maintain readability (as in a GIS).	HT2
Cool Climates	- the main influences on climate. - how a number of extreme weather events happen and how to protect themselves if caught in them. - what is global warming - know some possible scenarios for the future of the UK.	**Give reasons** why the climate is hot in some places and cold in others, using stimulus material to find the answers themselves. **Independent enquiry** on weather in the UK. **Presenting** information while **working in a group.** **Explain** how some extreme weather events happen. **Describing** ways to protect themselves if caught in these weather events. **Describe** what is global warming and **explain** how it works using a diagram. **Describe** some possible effects of global	Students will present to the class as if forecasting the weather for the UK on a chosen day of the year. They will be assessed on presentation skills as well as the content.	HT3

		warming in the UK.		
Exciting Ecosystems	- the key principals of ecosystems and the associated key words. - the main biomes of the world and where to locate them on a map. - how to describe the location using geographical words. - why the biome is found there and what its key differences are. - what are its main physical features and reasons for them. - the effects of humans in the Antarctic and evaluate the value of this.	**Describe and explain** some of the links in an ecosystem using a mind map. **Describe and explain** what is a food chain using examples. **Locate and name** the main biomes on a map. **Explain** the main influences on climate. **Describe** the main physical features of two different biomes. **Locate** biomes on a map and **label** key locations. **Define** the key word 'adaptation' and give examples. **Invent** solutions to help humans adapt to living in Antarctica. **Give an opinion** on the kind of human activities that should be allowed to happen in Antarctica.	Students will create their own imaginary animal which will have adaptations specific to helping it survive in its environment. They will sketch their creature by hand and annotate it carefully describing the feature and explaining the advantage of this feature.	HT4/5
Geoggers and Robbers	- a variety of mapping techniques and how these are used to help police, town planners and businesses. - which areas in Britain have more crime than others and why - why maps are helpful in solving crime - how a map can help to prevent crime from happening.	**Develop an opinion and justify** their answers on what is a crime **Create** a chloropleth map. **Link information** on different sources to **explain** why some areas have more crime than others. **Describe** effects of a crime. **Suggest ways** to avoid crime in an area.	Students design a bike shed for Downs school which attempts to be crime proof. The drawing will included detailed annotations justifying their design choices.	HT6